

I Bought Me a Cat

Folk Song from Kentucky

1., 2., 3., 4. I bought me a cat, and the cat pleased me. I
hen, duck, goose, hen, duck, goose

fed my cat un - der yon - der tree.
hen, duck, goose

1. Cat goes fid - dle - i - fee! *Fine*

2. Hen goes chim - my chuck, chim - my chuck! *Repeat ending 1*

3. Duck goes quack, quack! *Repeat ending 2, then 1, then proceed to verse 4.*

4. Goose goes his - sy, his - sy! *Repeats 3, 2, 1.*

SINGING

This song is an ideal song for introducing the use of solfeggio (do, re, mi, fa, sol, la, ti, do) in children's singing. Learn the song one animal at a time. After the children are familiar with each animal's melodic response, add the solfeggio syllables as follows: "Cat goes" mi-mi, re, do; "Hen goes" mi-mi, sol, mi-mi, sol; "Duck goes" mi, mi; "Goose goes" mi, sol, mi, sol. Sing the song using the solfeggio syllables to replace the animal sounds. If known, add the accompanying hand signs to the singing. Practice until the children can sing and move together comfortably.

PLAYING

Divide the children into four groups - one group for each animal in the song. As a group, have the children select a percussion instrument they feel sounds like their animal. Attending to the rhythm of the animal responses, have the children play together as a group their animal rhythm as it appears in the sequence of the song. Practice until the children can sing and play their instruments together within their group. Remind the children that successful playing of instruments as a group means that everyone together should sound like one instrument playing.

CREATING

Discuss with the children the many other animals that can be found in the barn yard. List their choices and direct their thinking to the potential sounds these other animals make. Create additional verses for the song using new animals. (Cow, horse, sheep, dog, and pig are the most common choices children will offer but not the only choices.) Remember to attend to the animal sound and the appropriate solfeggio to represent the animal in the context of the song.

LISTENING

Play a simple listening game with the children. Note that each of the four animals in the song have completely different rhythmic and melodic patterns to identify them. By either clapping the rhythm pattern or humming the melody pattern of a selected animal have the children guess which animal is being represented as you perform the "mystery" pattern. Note: If you decide to include the animals from your barn yard exploration it is possible that there could be duplicates of rhythmic or melodic patterns. Let the children know that there is more than one possible answer with some of the patterns you select to play.

INTEGRATION (Visual Art)

Using (about) an 8 inch square piece of poster board for each child, have the children create a mask representing their favorite animal from the song. Be sure to include the new animals "created" in your barn yard exploration. Draw, color, punch holes in the sides, attach string to the holes, and tie the masks on each child so that they become the animals in the song. Now perform the song as though the children were the actual animals mentioned in the song.

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